



**OFFICE of EDUCATION INNOVATION**

# **PERFORMANCE FRAMEWORK**

for KIPP Indy Unite Elementary

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## Core Question 1: Is the educational program a success?

### Early Elementary School Indicators

1.1. Is the school's academic performance meeting national norms, as measured by NWEA's MAP Assessment?	
Does not meet standard	50-59.9% of students score in the grade-specific targeted percentile: Kindergarten score in the 30 <sup>th</sup> percentile or higher on the spring MAP assessment. Grade 1 score in the 40 <sup>th</sup> percentile or higher on the spring MAP assessment. Grade 2 score in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
Approaching standard	60-69.9% of students score in the grade-specific targeted percentile: Kindergarten score in the 30 <sup>th</sup> percentile or higher on the spring MAP assessment. Grade 1 score in the 40 <sup>th</sup> percentile or higher on the spring MAP assessment. Grade 2 score in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
Meets standard	70-79.9% of students score in the grade-specific targeted percentile: Kindergarten score in the 30 <sup>th</sup> percentile or higher on the spring MAP assessment. Grade 1 score in the 40 <sup>th</sup> percentile or higher on the spring MAP assessment. Grade 2 score in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
Exceeds standard	80% or more of students score in the grade-specific targeted percentile: Kindergarten score in the 30 <sup>th</sup> percentile or higher on the spring MAP assessment. Grade 1 score in the 40 <sup>th</sup> percentile or higher on the spring MAP assessment. Grade 2 score in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
1.2. Are students making sufficient and adequate gains, as measured by the NWEA MAP Student Growth Targets?	
Does not meet standard	Fewer than 50% of students make typical growth as established by NWEA.
Approaching standard	50-59.9% of students make typical growth as established by NWEA.
Meets standard	60-69.9% of students make typical growth as established by NWEA.
Exceeds standard	70% or more of students make typical growth as established by NWEA.
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	
Does not meet standard	Less than 50.0% of students enrolled 1 year, and 70.0% of students enrolled 2 years score in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
Approaching standard	At least 60.0% of students enrolled 1 year, and 70.0% of students enrolled 2 years score in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
Meets standard	At least 70.0% of students enrolled 1 year and 80.0% of students enrolled 2 years score in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
Exceeds standard	At least 80.0% of students enrolled 1 year and 90.0% of students enrolled 2 years score in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	
Does not meet standard	School has more than 15% difference amongst races and socioeconomic statuses in the percent of students in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
Approaching standard	School has no more than 15% difference amongst races and socioeconomic statuses in the percent of students in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
Meets standard	School has no more than 10% difference amongst races and socioeconomic statuses in the percent of students in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
Exceeds standard	School has no more than 5% difference amongst races and socioeconomic statuses in the percent of students in the 50 <sup>th</sup> percentile or higher on the spring MAP assessment.
1.5. Is the school's attendance rate strong?	
Does not meet standard	School's attendance rate is less than 95.0%

Meets standard	School's attendance rate is greater than or equal to 95.0%.
<b>1.6. Is the school outperforming schools that the students would have been assigned to attend?</b>	
<i>*Indicator 1.6 does not apply to early elementary grades.</i>	
<b>1.7. Is the school meeting its school-specific educational goals?</b>	
Does not meet standard	Fewer than 60% of students grow 3 levels from the beginning of year to the end of year STEP assessment.
Approaching standard	60-69.9% of students grow 3 levels from the beginning of year to the end of year STEP assessment.
Meets standard	70-79.9% of students grow 3 levels from the beginning of year to the end of year STEP assessment.
Exceeds standard	80% or more of students grow 3 levels from the beginning of year to the end of year STEP assessment.

## Core Question 2: Is the organization in sound fiscal health?

2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	
Does not meet standard	The school does not meet standard for 2 or more of the following sub-indicators: : Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
Approaching standard	The school approaches standard for all of the following sub-indicators: Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default <u>OR</u> The school meets standard for 3 of the sub-indicators and approaches standard for the remaining 2 <u>OR</u> The school meets standard for 4 of the sub-indicators and does not meet standard for the remaining 1
Meets standard	The school meets standard for 4 of the following sub-indicators and approaches standard for the remaining sub-indicator: Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
Exceeds Standard	The school meets standard for all of the following sub-indicators: Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
2.2. Long Term Health: Does the organization demonstrate long term financial health?	
Does not meet standard	The school meets standard for 1 of the following sub-indicators but does not meet standard for the remaining 2 sub-indicators: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio c) Debt Service Coverage Ratio <u>OR</u> The school does not meet standard for any of the sub-indicators
Approaching standard	The school meets standard for 2 of the following sub-indicators: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio c) Debt Service Coverage Ratio <u>OR</u> The school approaches standard for all 3 sub-indicators
Meets standard	The school meets standard for 2 of the following sub-indicators and approaches standard for the remaining sub-indicator: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio, and c) Debt Service Coverage Ratio
Exceeds standard	The school meets standard for all of the following sub-indicators: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio, and c) Debt Service Coverage Ratio
2.3. Does the organization demonstrate it has adequate financial management and systems?	
Does not meet standard	The school does not meet standard for 1 of the following sub-indicators: a) Financial audit b) Financial Reporting Requirements
Approaching standard	The school meets standard for 1 one the following sub-indicators but approaches standard for the remaining sub-indicator: a) Financial audit b) Financial Reporting Requirements
Meets standard	The school meets standard for both of the following sub-indicators: a) Financial Audit and Financial Reporting Requirements

### ***Core Question 3: Is the organization effective and well-run?***

<b>3.1. Is the school leader strong in his or her academic and organizational leadership?</b>	
Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The school leader presents concerns in a minimal number of the <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The school leader complies with and presents no concerns in the following areas: a) demonstration of sufficient academic and leadership experience; b) leadership stability in key administrative positions; c) communication with internal and external stakeholders; d) clarity of roles and responsibilities among school staff; e) engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner; f) consistency in providing information to and consulting with the schools' board of directors.
Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the following areas: a) demonstration of exceptional academic and leadership experience; b) leadership stability in key administrative positions with a clear plan for succession; c) communication with internal and external stakeholders; d) clarity of roles and responsibilities among school staff; e) engagement in a continuous process of improvement and establishment of systems for proactively addressing areas of deficiency in a timely manner; f) consistency in providing information to and consulting with the schools' board of directors and cultivation of shared accountability.
<b>3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?</b>	
Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The school leader presents concerns in a minimal number of the <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The school complies with and presents no concerns in the following areas: a) submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws; c) Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; d) active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines.
Exceeds standard	The school consistently and effectively complies with and presents no concerns in the following areas: a) submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws; c) Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; d) active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines.

3.3. Is the school's board active, knowledgeable and does it abide by appropriate policies, systems and processes in its oversight?	
Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The school leader presents concerns in a minimal number of the <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The board complies with and presents no concerns in the following areas: a) timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter; b) Clear understanding of the mission and vision of the school; c) adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary; d) recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training; e) effective and transparent management of conflicts of interest; f) collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns; g) adherence to its charter agreement as it pertains to governance structure; h) holding of all meetings in accordance with Indiana Open Door Law.
Exceeds standard	The board consistently and effectively complies with and presents no concerns in the following areas: a) proactive communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter; b) Clear understanding and promotion of the mission and vision of the school; c) adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary; d) stable roster of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for continual board development; e) effective and transparent management of conflicts of interest; f) collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns; g) adherence to its charter agreement as it pertains to governance structure; h) holding of all meetings in accordance with Indiana Open Door Law.
3.4. Does the school's board work to foster a school environment that is viable and effective?	
Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The school leader presents concerns in a minimal number of the <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The board complies with and presents no concerns in the following areas: a) regular communication with school leadership and/or its management company; b) annual utilization of a performance based evaluation to assess its own performance, that of the school leader and management organization (if applicable); c) collaboration with the school leader to establish clear objectives, priorities, and goals d) interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans.
Exceeds standard	The board consistently and effectively complies with and presents no concerns in the following areas: a) regular communication with school leadership and/or its management company; b) annual utilization of a performance based evaluation to assess its own performance, that of the school

	leader and management organization (if applicable) and use of more frequent, informal evaluations; c) collaboration with the school leader to establish clear objectives, priorities, and goals and use of data to frequently review/revise those objectives, priorities, and goals; d) interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans.
<b>3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?</b>	
Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The school leader presents concerns in a minimal number of the <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The school complies with and presents no concerns in the following areas: a) health and safety code requirements; b) facility accessibility; c) updated safety and emergency management plans; d) a facility that is well suited to meet the curricular and social needs of the students, faculty and members of the community.
<b>3.6. Is the school meeting its school-specific non-academic goals?</b>	
Does not meet standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school.  The school does not meet standard on either school-specific non-academic goal.
Approaching standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school.  School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.
Meets standard	School has clearly met its school-specific non-academic goal.  School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.
Exceeds Standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school.

## Core Question 4: Is the school providing the appropriate conditions for success?

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.



Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.
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**4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? \*Only applies to schools serving grades 9-12**

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities ( e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Meets standard	The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.

**4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?**

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning

	standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.

#### 4.5. Has the school developed adequate human resource systems and deployed its staff effectively?

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.

#### 4.6. Is the school's mission clearly understood by all stakeholders?

Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing

	widespread knowledge and commitment to the intentions of the school's mission.
<b>4.7. Is the school climate conducive to student and staff success?</b>	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

<b>4.8. Is ongoing communication with students and parents clear and helpful?</b>	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).
<b>4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best</b>	

**practice?**

Does not meet standard	The school's special education files present concerns in <u>two or more</u> of the following areas: (a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; (b) each need identified within the IEP does not have a corresponding goal and plan for assessment; (c) all goals are not rigorous or based on state or national learning standards; (d) evidence does not demonstrate that goals have evolved each year as the student developed; (e) specifically designed curriculum is not outlined
Approaching standard	The school's special education files present concerns in <u>one</u> of the following areas: (a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; (b) each need identified within the IEP does not have a corresponding goal and plan for assessment; (c) all goals are not rigorous or based on state or national learning standards; (d) evidence does not demonstrate that goals have evolved each year as the student developed; (e) specifically designed curriculum is not outlined
Meets standard	<u>All</u> of the following are evident in the school's special education files: (a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; (b) each need identified within the IEP has a corresponding goal and plan for assessment; (c) each goal is rigorous and is based on state and national learning standards; (d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; (e) specifically designed curriculum is outlined.

**4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?**

Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is <u>not yet completely</u> fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.